PROFESSIONAL COMMITMENT OF SECONDARY SCHOOL TEACHERS IN RELATION TO PERSONALITY DIMENSION, SELF-ESTEEM AND CERTAIN DEMOGRAPHIC VARIABLES

SYNOPSIS OF THE THESIS

Submitted by

Tilak Raj

Registration No.: **AU22EDPHD0096**

Under supervision of

Dr. Nisha Devi

In Partial Fulfillment of the Requirements

For the Degree of

DOCTOR OF PHILOSOPHY

SCHOOL OF EDUCATION

FACULTY OF EDUCATION,

BASIC SCIENCES AND HUMANITIES

ABHILASHI UNIVERSITY

CHAIL CHOWK, MANDI (H.P) – 175028

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DECLARATION

I hereby declare that the dissertation synopsis entitled **"PROFESSIONAL COMMITMENT OF SECONDARY SCHOOL TEACHERS IN RELATION TO PERSONALITY DIMENSION, SELF-ESTEEM AND CERTAIN DEMOGRAPHIC VARIABLES"** to be submitted for the partial fulfillment of the Degree of Doctor of Philosophy is my original work and the dissertation has not formed the basis for the award of any degree, diploma, associateship or fellowship of similar other titles. It has not been submitted to any other University or Institution for the award of any degree or diploma.

Place: Chailchowk

Signature of the Scholar

TILAK RAJ

Date:

Name of Scholar

Forwarded by: Concern Supervisor

Place: Chailchowk

Signature of the Supervisor

Date: 20/08/24

Dr Nisha Devi

Name of the Supervisor

CERTIFICATE

This is to certify that the thesis **"PROFESSIONAL COMMITMENT OF SECONDARY SCHOOL TEACHERS IN RELATION TO PERSONALITY DIMENSION, SELF-ESTEEM AND CERTAIN DEMOGRAPHIC VARIABLES"** is an original piece of work done by TILAK RAJ under my supervision for the degree of Doctor of Philosophy, in Abhilashi University Chail Chowk Mandi H.P. I also certify that this work has not been submitted to any other University for a Ph.D. degree.

Place: Chailchowk

Signature of the Supervisor

Date: 20/05/24

Name of the Supervisor

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INTRODUCTION

Education is a cornerstone of societal development, serving as a critical mechanism for personal empowerment, social mobility, and economic growth. The quality of education, however, is fundamentally linked to the effectiveness and dedication of teachers.Education leads to transformation towards growth, a modification in thinking and a change in positive direction. It is thevital to human advancement and teacher plays the most crucial role in the system of education. The teacher is regarded as the foundation on which the stability of the educational system as well the nation rests. Thecompetency and commitment of teacher is considered to be associated with his satisfaction with the job, attitude towards the profession etc.Teachers have a greater role and responsibilities in the process of education. Teachers' love and dedication towards their profession bring high commitment to their work place. Commitment of the teachers which is popularly known as 'dedication' can do anything for the up- growing school students. The positive attitude of the teachers towards the teaching helps the learners to achieve their objectives and goals. Commitment anddevotion of the teachers to their profession help the nation to build their future citizens. From the lower to higher level of teaching, the teachers are alert, competent and engaged themselves to the delivery of quality of education. They enrich the society, inculcates the skills and attitudes of the students through their commitment and emotional well- being. If teachers acquire Professional competencies and commitment and if they are enabled and empowered to perform their multiple tasks in the classroom as well as in the school and community in a genuinely professional manner, then a high quality learning among increasing more students may result in cognitive, affective and psychomotor areas of human development improving teaching performance through more effective teacher preparation, therefore is an essential ingredient in solving most educational problems.Teachers not only impart academic knowledge but also shape the social and emotional development of their students. Therefore, understanding the dynamics of teacher commitment is crucial for educational improvement and reform.Teacher commitment refers to the psychological attachment and dedication a teacher has towards their profession, students, and the educational institution. This concept encompasses a range of factors including job satisfaction, professional identity, motivation, and the willingness to go beyond basic job requirements to ensure student success. The significance of teacher commitment lies in its impact on educational outcomes; committed teachers are more

likely to implement innovative teaching methods, create a positive learning environment, and engage in continuous professional development.

PROFESSIONAL COMMITMENT

Commitment is an indispensable component of all professions, not only in the teaching profession. Teaching profession is distinct in a number of ways. It involves a complex, rich and balance combination of working relation not only with the organization but with a number of other stakeholders, including the nation's philosophy, educational administrator, parents, students and colleagues. Commitment is part of a teacher's emotional intelligence. Teachers react according to their experience in a school setting. It is a part of a learned behaviour of a teacher. Teachers make conscious and subconscious decisions about their level of commitment on the basis of these affective reactions.Professional commitment possesses the characteristics "client orientation, loyalty, professional autonomy, conformity to professional standards and ethics".

The professional commitment of secondary school teachers is a critical component of educational success and institutional effectiveness. Professional commitment refers to the psychological attachment, dedication, enthusiasm, and loyalty that teachers exhibit towards their profession, school, and students. This commitment can manifest in various forms, such as striving for personal and professional development, maintaining high standards of teaching, and engaging in the school community. The level of professional commitment among teachers significantly impacts student achievement, school culture, and overall educational outcomes.

Understanding the factors that influence professional commitment is essential for developing strategies to enhance it. Among these factors, self-esteem plays a pivotal role. Self-esteem, the perception individuals have of their own worth and abilities, can affect how teachers perceive their professional roles and responsibilities. Teachers with high self-esteem are generally more confident, motivated, and resilient, which can translate into a higher level of professional commitment. In addition to Personality traits, self-esteem, and various demographic variables such as age, gender, teaching experience, educational background, and marital status may also influence teachers' professional commitment. These demographic factors can affect teachers' perspectives, motivations, and capabilities, thereby shaping their level of commitment to the profession.

CHARACTERISTICS OF A PROFESSIONAL COMMITMENT

Professional commitment encompasses a range of attitudes, behaviours, and attributes that demonstrate dedication and loyalty to one's profession. Here are some key characteristics:

1. **Passion and Enthusiasm:** Professionals with strong commitment are passionate about their work, often going above and beyond basic requirements.

2**. Responsibility and Accountability:** They take ownership of their tasks and are accountable for their actions and decisions.

3. **Continuous Improvement:** Committed professionals strive for continuous improvement, seeking opportunities for professional development and staying updated with industry trends.

4. **Ethical Behaviour:** They adhere to high ethical standards, ensuring integrity and trustworthiness in all professional dealings.

5. **Dependability and Reliability:** Such individuals can be relied upon to meet deadlines, fulfilobligations, and maintain consistency in their performance.

6. **Engagement and Involvement:** They are actively engaged in their professional community, often participating in relevant organizations, forums, and events.

7. **Adaptability and Flexibility:** Professional commitment includes the willingness to adapt to changes and handle unexpected challenges efficiently.

8. **Teamwork and Collaboration:** Committed professionals work well with others, contributing to team goals and fostering a collaborative work environment.

9. **Quality and Excellence:** They strive for excellence, consistently delivering high-quality work and aiming to exceed expectations.

10. **Loyalty to the Profession:** This includes a strong sense of belonging and allegiance to the professional field, often advocating for its advancement and reputation.

These characteristics collectively contribute to a professional’s long-term success and the overall growth of their respective fields.

PROFESSIONAL COMMITMENT: A MULTI-FACETED CONSTRUCT

Professional commitment itself can be divided into three components: affective, continuance, and normative commitment.

1) **Affective commitment** refers to an emotional attachment to one's profession, where individuals genuinely enjoy their work and feel a sense of belonging. Personality traits such as openness and agreeableness often enhance affective commitment as individuals find personal fulfilment and social harmony in their professional roles.
2) **Continuance commitment** involves a calculative attachment based on the costs associated with leaving the profession. This aspect is influenced by external factors like financial stability and job security rather than personality traits directly. However, a conscientious person might exhibit high continuance commitment due to their prudent and responsible nature, valuing stability and long-term planning.
3) **Normative commitment** is the sense of obligation one feels towards staying in their profession. This can be influenced by personal values and the work culture. Individuals high in agreeableness and conscientiousness are likely to experience stronger normative commitment due to their propensity for loyalty and a sense of duty.

FACTORS INFLUENCING PROFESSIONAL COMMITMENT OF TEACHERS

Professional commitment of teachers is influenced by a variety of factors, which can broadly be categorized into individual, organizational, and environmental factors:

1. Individual Factors:

- **Personal Motivation and Passion:** Teachers with a strong intrinsic motivation and passion for teaching tend to show higher levels of commitment.
- **Self-Efficacy:** Belief in one's ability to teach effectively can boost commitment. Teachers who feel confident in their skills are more likely to be committed.
- **Professional Development:** Opportunities for continuous learning and growth through professional development programs enhance teachers' commitment.

2. Organizational Factors:

- **Leadership and Management:** Supportive and effective leadership plays a crucial role in fostering teacher commitment. Principals and administrators who value and support their teachers can significantly impact their dedication.
- **Work Environment:** A positive, collaborative, and respectful work environment promotes a sense of belonging and commitment among teachers.
- **Recognition and Reward Systems:** Acknowledgment of teachers' efforts and achievements, whether through formal rewards or informal recognition, can enhance their commitment.
- **Workload and Resources:** Reasonable workloads and adequate teaching resources help prevent burnout and promote sustained commitment.

3. Environmental Factors:

- **Community Support and Engagement:** Support from the community, including parents and local organizations, can reinforce teachers' sense of purpose and commitment.
- **Policy and Governance:** Educational policies and governance structures that prioritize teacher welfare and professional autonomy positively influence their commitment.
- **Socioeconomic Context:** The broader socioeconomic environment, including the status and perception of the teaching profession in society, can affect teachers' commitment levels.

By addressing these factors holistically, these can lead to higher levels of professional commitment among teachers, ultimately benefiting the educational system as a whole.

PERSONALITY AND PROFESSIONAL COMMITMENT

Personality and professional commitment are intertwined aspects of an individual's professional life, significantly influencing job performance, job satisfaction, and career development. Personality encompasses the traits and characteristics that define an individual’s behaviour, thinking, and interaction with others, while professional commitment refers to the level of dedication and loyalty an individual has toward their profession or organization.

Personality traits play a crucial role in shaping professional commitment. The Big Five personality traits; openness, conscientiousness, extraversion, agreeableness, and neuroticismaffect how individuals perceive their roles and responsibilities. For instance, conscientious individuals, characterized by their diligence and reliability, often exhibit a high degree of professional commitment. They are likely to be meticulous, disciplined, and organized, which naturally translates into a strong commitment to their work.

Extraverts, who are sociable and energetic, often thrive in team settings and are motivated by interaction and collaboration, fostering a collective commitment. Agreeableness, reflecting traits like trust and cooperation, can enhance one's dedication to a supportive and harmonious work environment, thereby increasing professional commitment. Conversely, high levels of neuroticism, which include tendencies toward anxiety and emotional instability, can undermine professional commitment, leading to job dissatisfaction and high turnover rates.

SELF-ESTEEM AND PROFESSIONAL COMMITMENT

Self-esteem is a fundamental aspect of an individual's psychological makeup and plays a crucial role in professional settings. For teachers, high self-esteem can lead to greater job satisfaction, higher levels of motivation, and a stronger sense of efficacy. When teachers believe in their abilities and value themselves, they are more likely to invest in their professional roles, take on challenges, and persist in the face of difficulties. This intrinsic motivation is key to sustaining professional commitment over time. Conversely, low self-esteem can hinder professional commitment. Teachers with low self-esteem may doubt their capabilities, feel undervalued, and become disengaged from their work. This can lead to burnout, decreased job performance, and a higher likelihood of leaving the profession. Therefore, fostering self-esteem among teachers is essential for promoting a committed and effective teaching workforce.

REVIEWS OF RELATED LITERATURE

Izzatiet.al(2015) The researcher aimed to investigate the influence of personality trait on affective commitment vocational teachers. Participants in this study were amounted to 105 persons of Vocational High School teacher who works in an educational foundation Surabaya Indonesia with minimal education characteristics S1. The results showed that personality trait had a significant influence on the affective organizational commitment of teachers in Vocational High School. In addition, it was found that two of the five personalities trait agreeableness and conscientiousness that significantly influenced the affective organizational commitment. It means that teachers who have agreeableness and conscientiousness trait will have emotional attachment, identification and full involvement to organization

Ambrishand Waris (2016) examined theprofessional commitment of teachers has been identified as one of the most critical factors for the future success of education and school. The present study was conducted to evaluate the professional commitment of secondary school teachers in relation to their gender and area. For present study the sample size taken is 600 teachers of secondary schools of six districts in Uttar Pradesh. Six hundred teachers comprising male and female, rural and urban teachers were selected as a sample of the study. The finding of the study revealed that professional commitment of secondary school teachers differs significantly in relation to gender and teachers do not significantly differ in professional commitment in relation to area.

Ahmad Thoker (2017)conducted a study with an aim to found and compare the professional commitment of Government and private School teachers on sex and rural and urban dichotomy. 800 Government and private School teachers were selected by using random cum stratified sampling technique. Results revealed that Government and private School teachers differ significantly on various levels of professional commitment. Private School teachers were found high committed towards their profession as compared to Government School teachers. Further, it was found that locality has significant impact on professional commitment of School teachers, urban School teachers were found more committed as compared to rural school teachers.

Ajayi et.al (2017)examined the influence of personality traits, and work commitment on Job performance of public secondary school teachers in Oyo South Senatorial District of Oyo State, Nigeria. It also assessed the level of job performance of public secondary

school teachers and investigated the combined influence of personality traits and work commitment on Job performance of these teachers with a view to improving their job performance level in the senatorial district and Oyo State in general. The sample for this study consisted of 15 principals, 75 HODs, and 300 class teachers in the senatorial district. Five local government councils were selected from nine local government councils in Oyo South senatorial district using simple random sampling technique. The results revealed that 15.7%, 67.9% and 16.4% of public secondary school teachers in the senatorial district demonstrated low, moderate, and high levels of job performance respectively. Also, 72.1% of the teachers had a moderate level of work commitment, 1.7% had a high level while 11.7% had a low level of work commitment. The results further showed that there was no significant influence of personality traits on teacher's job performance ($X2 = 6.730$, $df = 8$, $p = 566$). It was established that there was significant influence of personality traits on the job performance of teachers ($X2 = 49.942$, $df = 4$, $p = .00$). Moreover, the result showed that the combination of personality traits and work commitment will significantly influence the job performance of the teachers ($F = 541.158$, $P > 0.05$). The study concluded that work commitment had the greater influence on the job performance than personality traits.

Shukla (2017) This study was conducted by the investigator in order to examine the relationship among professional commitment, Personality characteristics and values of secondary school male-female teachers in urban and rural areas of six districts (Raebareli, Lucknow, Barabanki, Hardoi, Sitapur and Unnao) of Uttar Pradesh. The sample size was 600 participants from 79 secondary schools of six districts (Raebareli, Lucknow, Barabanki, Hardoi, Sitapur and Unnao) of Uttar Pradesh. Findings showed that personality factors and values of the teachers jointly and relatively predicted professional commitment. Personality characteristics were found as correlate of professional commitment. An activity personality characteristic dimension was positively associated with professional commitment, while enthusiastic, assertive, suspicious, depressive and emotional instability personality characteristics dimensions were negatively associated with professional commitment of teachers. Values were found as correlate of professional commitment. Theoretical, assertive and social values were positively associated with professional commitment while economic, political and religious values were negatively associated with professional commitment of teachers. Personality characteristics were found as correlate of values. Personality characteristics dimensions depressive and emotional instability were positively associated with theoretical value while activity, enthusiastic,

assertive and suspicious personality characteristics dimensions were negatively associated with theoretical value of teachers.

Pal and Harpreet (2017) examined professional commitment among senior secondary school teachers. The 95-government senior secondary school teachers from different schools of S.A.S. Nagar (Mohali) were selected as sample. The results revealed that there was no significant interaction effect of (a) gender & teaching experience, (b) stream and teaching experience on professional commitment among college students. On the basis of findings, it was suggested that there is a conscious necessity of checking the salary status of teachers so as to ensure that they get the prescribed salary under rules. The promotional opportunities can only be made available to each teacher keeping in view the transparency of evaluation criteria.

Alam (2018) conducted a survey to find out the differences in professional commitment of secondary school teachers across certain demographic variables. The sample of the study consisted of 111 randomly selected teachers [58 males: 29 government school teachers (18 rural & 11 urban) and 29 private school teachers (09 rural & 20 urban); 53 females: 28 government school teachers (18 rural & 10 urban) and 25 private school teachers (11 rural & 14 urban)] teaching in government and private secondary schools of Aligarh (U.P.) The results of the study revealed that (i) there is significant difference between male and female secondary school teachers in respect of professional commitment (ii) there is no significant difference between rural and urban secondary school teachers in respect of professional commitment (iii) there is significant difference between government and private secondary school teachers in respect of professional commitment. Therefore, scholar noted that it is the responsibility of the head of institutions to create friendly environment, provide proper resources, develop good rapport, communicate effectively and deal with the staffs with utmost care and respect. Competencies of teachers may also be enhanced with the help of teacher training programs viz. workshops, seminars and interaction with experts.

Reddy and Dudek (2018) conducted research to determine relationship of teacher self-efficacy and classroom practices. The data was collected from 58 Greek teachers. The main objective of the research was to examine teacher' perceptions of self-efficacy and actual instructional and behaviour management practices using the classroom strategies assessment. The findings of the study revealed significant differences between teachers' self-reported self-efficacy and self- efficacy rating by observers.

Hadiya (2019) conducted a survey to examinedand compare the Professional Commitment of secondary school teachers, to study and compare the Self-efficacy of secondary school teachers and to find out the relationship between Professional Commitment and Self-efficacy of secondary school teachers. A sample of 100 teacher educators working in government schools of district Ganderbal was selected through Purposive sampling technique. The findings of the study revealed that female secondary school teachers have higher professional commitment as compare as to male secondary school teachers. No significant difference was found in the Self-efficacy of secondary school teachers and significant positive correlation was found between Professional Commitment and Self-efficacy of secondary school teachers.

Rekha and Savita (2019) The aim of this study was to examined the professional commitment among Secondary School Teachers. A sample of 100 Secondary school Teachers from Jhajjar District of Haryana state was selected.Therefore, Significant difference was found between mean scores of Professional Commitment of Secondary School Teachers with respect to Gender, Marital Status, Residential Background, and Length of Teaching Experience. But no significant difference was found in mean scores of professional competences of Secondary School Teachers with respect to their Type of School.

Chaman (2020)focused on the aims to study the level of professional commitment of male and female senior school teachers on the basis of sex.100 Sample male and female School teachers were selected by randomly by the draw of lots. 50 male and 50 female teachers were selected from each selected school. Major findings of the study were; The male and female government senior secondary school teachers did not differ from each other on the level of professional commitment. The male and female government senior secondary school teachers did not differ from each other on the level of commitment to the learner. The male and female government senior secondary school teachers did not differ from each other on level of commitment to the society. The male and female government senior secondary school teachers did not differ from each other on the level of commitment to the profession. The male and female government senior secondary school teachers differ from each other on the level of commitment to achieve excellence and the male and female government senior secondary school teachers did not differ from each other on the level of commitment to basic values.

Omur at., al (2020) main objective of this study was to reveal the relationship between the personality traits and professional commitment of university students and to determine whether personality affects professional commitment. For this purpose, 272 students studying at Akdeniz University, Faculty of Tourism participated in the research. Research results indicated that there was a significant and positive relationship between the students' personality traits and professional commitment levels. In addition, it was determined that the extraversion personality trait was a significant predictor of the affective commitment dimension, neuroticism personality trait was a significant predictor of the continuance commitment dimension, and agreeableness personality trait was a significant predictor of the normative commitment dimension. It is believed that the results of the study will provide concrete information about the relationship between professional commitment, one of the main problem areas of the sector, and personality, one of the key concerns and interesting topics in the field of organizational behaviour and bring considerable benefits to the business world.

Ahammad (2021)conducted a survey to explore professional commitment among teacher educators. The present study was conducted on a sample of 240 teacher educators in the state of West Bengal. The results revealed that there was significant effect oflocality, gender & stream of study on professional commitment among teacher educators. The findings revealed that male and female, urban and rural, science and arts teacher educators differ significantly on professional commitment.

Hatim and Shakir (2021)conducted survey to analysed the professional commitment among secondary school teachers. The purpose of this research was to study the relationship between professional commitment and self-esteem of secondary school teachers. A sample of 136 secondary school teachers (63 Male & 73 Female) was selected from the Aligarh District of Uttar Pradesh. Results revealed that a significant correlation was found between professional commitment and self-esteem of teachers. However, no significant difference was found in the professional commitment and self-esteem of male and female teachers. Also, there was no significant difference in the professional commitment and self-esteem of teachers having less than 10 years' experience and teachers having more than 10 years' experience. Therefore, it is better to enhance self-esteem of teachers to ensure higher level of professional commitment.

Begum (2021)investigated and compared the professional commitment of teacher educators on the basis of gender. The sample consist of 40 teacher educators from school

of education and training. The finding of this study revealed that teacher educator's professional commitment was not significant with respect to gender and their qualification. There was found difference in the level of professional commitment of teacher educators. The skewness obtained value of total professional commitment scores was negatively skewed and individuals have accumulated at the higher end of the scale. The value of Kurtosis showed it was Platykurtic curve.

Rayees(2021) examined the Attitude towards Teaching of effective and less effective secondary school teachers in Kashmir valley. The sample of the study consisted of 800 secondary school teachers which were collected by random sampling. The results of the study revealed that the effective secondary school teachers have a favourable attitude towards teaching as compared to less effective secondary school teachers. The results also revealed that effective teachers are more competent in their jobs and also show a positive attitude and are more cooperative to the students and heads of institutions.

Hemalata and Roy (2022)this research paper focused on Malaysian firms' commitments to their customers' emotional well-being, continuity, and normative commitments are investigated as dependent factors in this study, which also examines the relationship between extraversion, agreeableness, and neuroticism. The scholar noted that those who have a high level of Extraversion, are sociable in a varied range of situations and over a long period of time. Further, it was believed that those who set clear expectations and duties for themselves and their subordinates, while simultaneously emphasising the importance of getting the job done. These leaders communicate clearly, efficiently, and purposefully with their subordinates to guide and steer them in the right direction. When making decisions, nurturing task leaders consider their employees' commitment to better decision-making on a consistent basis. Acknowledging someone's personality traits is the first step toward achieving one's objectives. To be successful, you must be able to capitalise on someone's positive characteristics while simultaneously attempting to improve their negative characteristics. The long-term satisfaction of employers is higher when they make decisions that are reflective of their individual personalities. Our ability to develop deeper partnerships will increase if employers take the time to learn about their employees. Personality traits have been shown to be predictive of employee behaviour and distinct character, thereby demonstrating the level of commitment exhibited by an organisation. Businesses should look at the emotional and interpersonal connections that

exist between employees and management/supervisors, as well as the performance of the employees.

Nipunta and Amita (2022) aimed to find out the relationship between professional commitment and role stress among secondary school teachers. The sample of study consist of 161 government secondary school teachers. The data was collected using professional commitment scale and role stress scale. The results of study indicated inverse relationship between professional commitment and role stress. Role overload emerged out to be significant predictor of professional commitment among school teachers.

Mahajan andAmit (2022) major purpose of this research was to understand the Professional Commitment among secondary school teachers of Punjab. The sample was drawn from the regions of Punjab namely Mahja, Malwa and Doaba. From each region two districts had been selected. From the Majha regions two districts i.e., Amritsar and Pathankot; from Malwa region two districts i.e., Ludhiana and Patiala and from Doaba region two districts i.e., Jalandhar and Kapurthala had been chosen to collect data for the present work. Total 16 schools were selected out of which eight schools were taken from rural and eight schools from urban areas. Further out of these eight schools four Government and four Private schools were selected. From each school 10 teachers were selected. So total number of teachers selected from 6 districts of Punjab formed to be 960. The results of the study indicated that, the private secondary school teachers were professionally higher committed than government secondary school teachers on all dimensions of Professional Commitment i.e., commitment to learner, commitment to society, commitment to own profession, commitment to own dimension, commitment to attaining excellence, commitment to basic human valuein Punjab.

Ravindra et. al (2022) aimed to examined the professional commitment of secondary school teachers in relation to type of school, gender, locality and level of experience. The sample consists of 700 teachers from Visakhapatnam District of Andhra Pradesh. The result is found that the type of school, gender, locality and level of experience does not have any significant role in professional commitment.

Anugerah et.al (2022)investigated how gender and tenure can contribute to differences in professional commitment. Subjects who participated in this study amounted to 89 people consisting of 33 female teachers and 56 male teachers at Vocational High School in Surabaya and number of teachers who have tenure more than 10 years is 22 people, while

44 people with 1-2 tenure, 23 people with 3-10 tenure. Results revealed there was no statistically significant difference in professional commitment between male and female teachers (significance level 0.097 with $p > 0.05$). We also found that tenure had a statistically significant effect on professional commitment (significance level 0.013 with $p < 0.05$). This study shows that teachers with longer tenures exhibit greater levels of professional commitment.

Shinde (2023) aimed to identify the various factors influencing the professional commitment of high school teachers with the sample size 104. It was found that there was no difference of opinion among the high-school teachers as far as the professional commitment is concerned amongst them. There was found a significant difference of opinion amongst the high school teachers towards their professional commitment. It has been noted that for almost all the demographic profiles of the teachers (age, experience, professionalism, motivation etc.) the significant Pvalues are less than 0.05. It signifies that there is no significant difference of opinion except the designation of the teachers.

Sunitha et. al (2023)aimed to study and comparethe professional commitment of secondary school teachers. It also focused on to study and compare the Self-efficacy of secondary school teachers and to find out the relationship between professional commitment and Self-efficacy of secondary school teachers. The present study was conducted on a higher secondary teacher, working in Government and Government aided, and private secondary school at Kanyakumari of Tamilnadu, India. The findings of this study were revealed that the female higher secondary teachers have more professional commitment as compared to male teachers. There was a significant difference found in professional commitment of higher secondary teachers with respect to Gender, Locality of the school, Marital Status, Age, Type of Management and Teaching Experience. There was found significant difference in Work Motivation of higher secondary teachers with respect to Gender, Locality of the school, Marital Status, Age, and Teaching Experience. There was no significant difference found in Work Motivation of higher secondary teachers with respect to Type of Management. There was result revealed that a significant difference in Self-Efficacy of higher secondary teachers with respect to Gender, Locality of the school, Marital Status, Age, Type of Management and Teaching Experience.

Sunitha et. al (2023) The study aimed to explore the relationship between professional commitment and role stress among secondary school teachers. The sample of study consist of 354 Higher secondary Teachers. The results of study indicated inverse relationship

between professional commitment and Job stress. The study also aimed to investigate the interplay between professional commitment among higher secondary teachers and key factors such as work motivation and job stress. Professional commitment reflects the teacher's dedication and loyalty to their profession. It influences their willingness to invest time and effort into their role, fostering a positive learning environment. Higher levels of professional commitment correlate with improved teaching quality, student engagement, and overall educational outcomes. Motivated teachers are more likely to be proactive, innovative, and enthusiastic in their teaching approach. Motivation plays a key role in sustaining high-quality teaching practices. Increased work motivation contributes to a positive work environment, enhances teacher performance, and fosters a passion for continuous professional development.

Arya and Mehta (2024)their investigation was focusedon to study the professional commitment of primary school teachers in relation to their self-efficacy. The study consisted of 500 teachers teaching in government schools of Gujarat at the Primary level. On the basis of the results following conclusions were:(i) Female primary school teachers were found to have higher professional commitment than male school teachers. (ii)There is no significant gender difference was found in the self-efficacy of primary school teachers. (iii) There is positive correlation was found between professional commitment and self-efficacy.

Garg (2024)informed thatprofessional commitment and self-efficacy are essential factors that influence teacher effectiveness. She concluded thatteachers who are committed to their profession and have high self-efficacy are more likely to be motivated, engaged, and dedicated to their work, which can positively impact student learning outcomes. The scholar noted that the professional commitment and self-efficacy are closely related to each other and can influence each other. Teachers who have high self-efficacy are more likely to be committed to their profession, while teachers who are committed to their profession are more likely to have high self-efficacy. Therefore, it is essential for schools and administrators to support teachers in developing and maintaining high levels of professional commitment and self-efficacy.

P

NEED AND SIGNIFICANCE OF THE STUDY

Reviewing the professional commitment of teachers is crucial for several reasons because that impact not only the education system but also the broader societal framework. Professional commitment among teachers refers to their dedication to their role, their adherence to professional standards, and their willingness to go above and beyond in their duties. Understanding and enhancing this commitment can lead to numerous benefits, which can be broadly categorized into three areas: improving student outcomes, enhancing teacher retention and job satisfaction, and fostering a positive school culture and community.Teachers' professional commitment is directly linked to student performance and overall educational quality. Committed teachers are more likely to engage in continuous professional development, stay updated with the latest teaching methodologies, and implement innovative practices in their classrooms. This dedication enhances the learning environment, making it more dynamic and conducive to student success. Research indicates that students taught by highly committed teachers tend to have better academic performance, higher engagement levels, and greater motivation. These teachers often provide personalized attention and support, tailoring their teaching strategies to meet the diverse needs of their students.

When teachers feel a strong commitment to their profession, they are more likely to experience a sense of fulfilment and purpose in their work. This positive attitude can reduce burnout, which is a significant issue in the teaching profession. By understanding what drives professional commitment, educational policymakers and school administrators can implement strategies to foster this dedication. This might include providing professional development opportunities, recognizing and rewarding excellence, and creating a supportive and collaborative work environment. Teachers who are professionally committed contribute to a positive and productive school culture. Their enthusiasm and devotion can be contagious, inspiring their colleagues and fostering a collaborative atmosphere. This sense of community within a school can led to more effective teamwork, better communication, and a shared vision of educational goals. Moreover, committed teachers often engage more actively with parents and the broader community, creating stronger school-community ties. These relationships are essential for building trust and ensuring that students receive comprehensive support both inside and outside the classroom.In the face of various challenges such as changing educational policies, technological advancements, and diverse student needs, the professional commitment of

teachers becomes even more critical. Teachers who are deeply committed are more likely to adapt to changes and advocate for necessary resources and support. They can play a vital role in implementing reforms and ensuring that these changes positively impact student learning. Understanding the factors that influence professional commitment can help in designing interventions that support teachers in navigating these challenges effectively.

Research into teachers' professional commitment can provide valuable insights for educational policymakers. By identifying the factors that enhance or diminish commitment, policymakers can design policies that support teachers more effectively. For example, evidence showing that supportive leadership boosts commitment could lead to the implementation of leadership training programs focused on building supportive school environments. Similarly, findings that professional autonomy correlates with higher commitment might prompt policies that allow teachers more freedom in curriculum design and classroom management.Teacher well-being is closely linked to their professional commitment. Teachers who feel valued and supported in their roles are more likely to remain committed to their profession. Studies can uncover the specific aspects of the job that contribute to or detract from teacher well-being, such as workload, administrative support, student behaviours, and access to resources. This understanding can inform efforts to create a more balanced and supportive work environment, which is essential for maintaining high levels of professional commitment.One crucial aspect is the impact of teacher commitment on student outcomes. Research has consistently shown that teacher commitment is positively associated with student achievement, engagement, and overall school climate. Teachers who are deeply committed to their profession tend to invest more time and effort in lesson planning, instructional delivery, and student support, leading to improved academic outcomes for their students. By understanding how personality traits and self-esteem influence teacher commitment, educational policymakers and school administrators can implement targeted strategies to foster a culture of excellence amongeducators, ultimately benefiting student learning and success.Additionally, studying the relationship between professional commitment, personality, and self-esteem can provide valuable insights into the factors that contribute to job satisfaction and turnover intentions among teachers. Job satisfaction is a critical determinant of employee retention, productivity, and organizational effectiveness. Teachers who feel fulfilled and engaged in their work are more likely to remain in the profession, reducing turnover rates and promoting stability within schools. Conversely, teachers who experience low levels of

professional commitment and job satisfaction may become disengaged, leading to absenteeism, decreased performance, and ultimately attrition from the profession.Understanding the role of personality and self-esteem in shaping teacher commitment can inform the development of targeted interventions to support teacher well-being and retention. For example, providing opportunities for professional development, mentoring, and peer collaboration can help teachers build confidence in their abilities, enhance their sense of efficacy, and strengthen their commitment to the profession. Similarly, creating a positive and supportive school culture that values and celebrates the contributions of teachers can boost morale, foster a sense of belongingness, and promote overall job satisfaction.

Furthermore, studying the professional commitment of teachers from a psychological perspective can contribute to the broader literature on organizational behaviours and workplace motivation. The education sector faces unique challenges and dynamics that require tailored approaches to understanding and promoting employee engagement and commitment. By applying psychological theories and methodologies to investigate the factors that influence teacher commitment, researchers can generate valuable insights that have implications beyond the field of education, informing practices in other professional contexts as well.By studying the professional commitment of teachers in relation to personality and self-esteem is significant for its implications for student outcomes, teacher retention, and organizational effectiveness. By understanding the complex interplay between individual characteristics, psychological factors, and professional commitment, educators, policymakers, and researchers can develop targeted strategies to support teacher well-being, enhance job satisfaction, and ultimately improve the quality of education for all students. This research area holds promise for driving positive change in the field of education and beyond, contributing to the cultivation of a skilled, motivated, and dedicated teaching workforce.

The destiny of the nation depends upon the efficiency and skills of the teachers.Teachers do influence the personality of students. Teachers and their work, particularly their commitment to the job and the quality of theirperformance in the teaching and learning processes, have no exemption from thistime-tested belief. Experiences increase one’s depth of spirituality, attention to thoughtful life and balance, authentic self, hopefulness and optimism. Education leaders can affirm and value these experiences in theirday-to-day life particularly in the professional world. Professional Commitment is a passion to the work

involved in teaching or a specific aspect of teaching. It is an investment of time outside of contact hours with students as a responsibility to impart knowledge,attitudes,values and beliefs and take responsibility for passing on a core set of skills, understandings and values. Professional commitment is the willingness to engage with the school and the school community. It is a belief that teachers have a professional responsibility that reaches out beyond the four walls of the classroom and perhaps even extends beyond the boundary of the school.The level of professional commitment on the part of a teacher is very important factor in the success of current educational transformation schedule because it stimulates teacher's readiness to engage in critical practices.Hence, a teacher's professional commitment is the need of today to enhance productivity of the education system, reduce repetition and failure rate, and raise the quality of education. The significance of professional commitment is an attitude reflecting the strength of the bound between an employee and an organization. For a person who is professionally committed, work is the vital part of life. A professionally committed teacher gives equal chance and importance to all students at the right time to ensure optimum level of achievement. It is the urge of a teacher to update, strengthen and sharpen his professional competencies and to develop understanding and insight in different aspects of a profession, punctuality, positive attitudes towards co-workers, enthusiasm, co-operation, and honesty etc, which can be viewed as the examples of commitment to basic human values. By keeping the above said facts; theinvestigator took this study entitled "Professional Commitment of secondary school teachers in relation to Personality Dimension, Self-Esteem and certain Demographic variables".

This research is significant in that it investigates the professional commitment of secondary school teachers in relation to Personality, Self-Esteem and certain Demographic variables. Enhanced competence and improved commitment directly affect the learning outcome. Committed teachers are the asset for any organization. Teacher competence and commitment are most significant factors in getting higher quality educational results. Quality of any education system relied on the competence, commitment, motivation and satisfaction of the teachers. An effective and competent teacher will obtain desired learning outcomes if he or she feels satisfaction in the profession. Committed teachers involve and participate actively in every activity of the institution whether academic or non -academic. Self-esteem and professional commitment are of prime importance for a teacher. Both play a vital role in becoming a successful teacher. To improve the quality and competence of

teachers it is necessary to ensuring proper professional commitment development of a teacher. Self-esteem is driving force which can accelerate the positive aspects in life and help in professional commitment.

The outcomes of this research, if implemented properly, culminate in enhancing the commitment, competence and ethics among teachers. This will in turn build up confidence and efficacy among teachers and give strength to quality education and outcome.There are many researches available to analyse but a very few amounts of research are made on analysing the Personality dimension, self-esteem on professional commitment of teachers. Therefore, this study aims to analyse the psychological factor Personality Dimension, self-esteem and professional commitment of teachers to determine the professional commitment of secondary school teachers.

STATEMENT OF THE PROBLEM

"PROFESSIONAL COMMITMENT OF SECONDARY SCHOOL TEACHERS IN RELATION TO PERSONALITY DIMENSION, SELF-ESTEEM AND CERTAIN DEMOGRAPHIC VARIABLES''

OBJECTIVES OF THE STUDY

1. To study the demographic profile of secondary school teachers.
2. To study the level of professional commitment of secondary school teachers.
3. To study the big five traits of personality of secondary school teachers i.e.
   a) Neuroticism,
   b) Extraversion,
   c) Openness to experience,
   d) Agreeableness
   e) Conscientiousness.
4. To study the level of Self-Esteem among secondary school teachers.
5. To study the professional commitment of secondary school teachers in relation to their personality traits.
6. To study the professional commitmentof secondary school teachers in relation to their Self-Esteem.
7. To study the professional Commitment of secondary school teachers in relation to:

(i) Gender

(ii) Locality

(iii) Teaching experience

8. To study the interaction effect of:
   (i) Gender and Personality traits
   (ii) Locality and Personality traits
   (iii) Teaching experience and Personality traits

   With regard to professional Commitment of secondary school teachers.
9. To study the interaction effects of:
   (i) Gender and Self-esteem
   (ii) Locality and Self-esteem
   (iii)Teaching experience and Self -esteem

   With regard to professional Commitment of secondary school teachers.
10. To study the interaction effects of:
    (i) Gender and Locality
    (ii) Gender and Teaching experience
    (iii)Locality and Teaching experience
    (iv)Gender, Locality and Teaching experience

    With regard to professional Commitment of secondary school teachers.
11. To identify the significant predictors of professional commitment of secondary school teachers.

HYPOTHESES OF THE STUDY:

1. There will be no significant difference in professional commitment of secondary school teachers.
2. There will be no significant difference in overall personality of secondary school teachers.
3. There will be no significant difference in personality traits of secondary school teachers i.e.
    (i) Neuroticism
    (ii) Extroversion
    (iii)Openness to experience
    (iv)Agreeableness
    (v) Conscientiousness
4. There will be no significant difference in self-esteem of secondary school teachers.
5. There will be no significant difference in professional commitment of secondary school students with respect to Overall Personality.
6. There will be no significant difference in professional commitment of secondary school teachers with respect to:
    (i) Neuroticism
    (ii) Extroversion
    (iii) Openness to experience
    (iv) Agreeableness
7. There will be no significant difference in professional commitment of secondary school students with respect to self- Esteem.
8. There will be no significant difference in professional commitment of secondary school teachers with respect to:
    (i) Gender
    (ii) Locality
    (iii)Teaching experience
9. There will be no significant interaction effect of:
    (i) Gender and Personality Traits
    (ii) Locality and Personality Traits
    (iii)Teaching experience and Personality Traits

with regard to professional commitment of secondary school teachers.

10. There will be no significant interaction effect of:

(i) Gender and Self -esteem

(ii) Locality and Self-esteem

(iii)Teaching experience and Self -esteem

with regard to professional commitment of secondary school teachers.

11. There will be no significant interaction effect of:

(i) Gender and Locality

(ii) Gender and Teaching experience

(iii)Locality and Teaching experience

(iv)Gender, Locality and Teaching experience

with regard to professional commitment of secondary school teachers.

12. There will be no significant impact of self-esteem on professional commitment of secondary school teachers.

DELIMITATIONS OF THE STUDY

This study will be limited to following aspects;

1. The study will be restricted to secondary school teachers working in government high /senior secondary schools affiliated to Himachal Pradesh Board of School Education, Dharmshala. The teachers working in privately managed schools will not be selected for the present study.
2. The study will be restricted to three districts namely Kangra, Mandi and Chamba of Himachal Pradesh.
3. The study will be delimited to quantitative analysis.
4. The study will be delimited to a sample of approximately 1200 Government secondary school teachers.
5. The study will be delimited to one dependent variable i.e., Professional commitment and three indipendent variable (Personality dimension, Self-esteem, demographic variable ie. Gender locality and teaching experience.

OPERATIONAL DEFINITIONS OF THE KEY TERMS USED

Professional Commitment

Professional commitment generally means attitude towards teaching profession. Teacher's professional commitment signifies an attitude reflecting the strength of bond between teachers and his/her institution. In the present study the investigator has taken areas of teachers' commitment into consideration- commitment to the learner, commitment to the society, commitment to the profession, commitment to achieve excellence, commitment to basic human values.

Secondary school Teachers

These refers to the teachers who teaching classes from 6^{th} to 10^{th} in government senior secondary/ High schools/Middle schools affiliated to Himachal Pradesh Board of School Education, Dharmshala.

Personality Dimension

Personality is defined as the dynamic organization of psychophysical traits that determine the unique adjustment and behaviour of the person. In the present study the investigator has taken the teachers' fivepersonality dimension into consideration; Neuroticism, Extraversion, Openness to experience, Agreeableness and Conscientiousness.

Self-Esteem

Self-esteem is defined as an individual's general feeling of self-worth. It is reflected through positive feelings about oneself and is an overall value that one places on oneself as a person. It will be measured with the help of a tool developed and standardized by the researcher himself.

Demographic Variables: Demographics refers to a combination of social and demographic variables that define people in a specific group or population. Demographic variables are characteristics of a population. Generally, characteristics such as age, gender, ethnicity, educational level, income, years of experiences etc., are being considered as socio- demographics. In the present study certain demographic variables referred to Gender (Male or Female), Locality (Rural or Urban) and Teaching Experience of secondary school teachers serving in government senior secondaryschools affiliated to H.P. Board of School Education, Dharamshala.

VARIABLES OF THE STUDY

Dependent Variable:

The Dependent Variable of the present study will be Professional commitment.

Independent Variables

In the present study, independent variables will be included as;

- Personality dimension
- Self-esteem
- Gender
- Locality
- Teaching Experience

METHODOLOGY

In present study, the researcher will use the descriptive survey method for the collection of data.

SAMPLING

In the present study, the investigator has to study the professional commitment of secondary school teachers in relation to personality type, self-esteem and certain demographic variables. Thus, secondary school teachers serving in government and private, secondary and senior secondary schools affiliated to H.P. Board of School Education, Dharamshala will constitute the population.

To obtain the required information from the respondents, multistage sampling will be used. Sampling process has been carried out through several stages. The detail of sampling procedures employed in this study is given as follows:

1St Stage: Division of State Himachal Pradesh:

At the first stage, researcher will use the information given in "Alaukik Himachal Pradesh the wonderland" written by Jag Mohan Balokhra to divide the state Himachal Pradesh in to three broads geographically zones: the Outer Himalayas, the Inner Himalayas and the Greater Himalayas. The table 1 shows the division of the three zones as:

Table-1

Division of the state 'Himachal Pradesh' in to three broad Geographical Zones

The Outer Himalayas (Shivaliks)	The Inner Himalayas (Central Zone)	The Greater Himalayas (Alpine Zone)

2nd Stage: Division of districts of Himachal Pradesh:

After the division of state Himachal Pradesh in to three geographically zones the researcher will employ stratified sampling to divide the twelve districts in to above three geographically zones.Five districts of Himachal Pradesh come under the Outer Himalayas; four districts come under the Inner Himalayas while three districts come under the Greater

Himalayas. The name of each district coming in mentioned three zones are shown in the table-2 as given below:

Table-2

Division of twelve districts of Himachal Pradesh in three Geographical Zones

The Outer Himalayas	The Inner Himalayas	The Greater Himalayas
1. Kangra	1. Sirmour	1. Kinnaur
2. Hamirpur	2. Mandi	2. Lahaul and Spiti
3. Una	3. Shimla	3. Chamba
4. Bilaspur	4. Kullu	
5. Solan		

3rd Stage: Selection of Districts on the Basis of Number of Educational Blocks:

At the third stage, the selection of districts will be made on the basis of report of Government of Himachal Pradesh, Education Department. On the basis of this report, researcher will be selected one district from each of the geographical zone having high number of educational blocks. But in the Inner Himalayas two districts namely Mandi and Shimla have the equal number of educational blocks. Here, researcher will be employed lottery method to select one district from Mandi and Shimla. By applying lottery method, Mandi district came out as third district for present investigation. Finally, three districts namely Kangra, Mandi and Chamba came out to be as districts for data collection as these have high number of educational blocks. Description of these three districts namely Kangra, Mandi and Chamba are taken for the present research in the table-3 as given below:

Table-3

Number of Educational Blocks in selected Districts of Himachal Pradesh

Sr. No.	Zone	Name of Districts	Total Educational Block
1.	TheOuter Himalayas	Kangra	19

2.	The Inner Himalayas	Mandi	20
3.	The Greater Himalayas	Chamba	15

4th Stage:Selection of name of educational blocks from the selected number of total educational blocks from selected above each three districts:

At this stage, the researcher will be selected five (5)names of educational blocks from each of the selected districts having high number educational blocks by purposive sampling because the population of present study is very specific in nature as researcher entirely focused on government secondary school teachers of Himachal Pradesh. The details of selected names of educational blocks from each selected districts given below.

Table-4

Names/Number of selected educational blocks of Himachal Pradesh

Sr. No.	Districts	Name of the Educational Blocks	No. of Educational Blocks Selected
1.	Kangra	1. Schools in Baijnath Block	05
		2. Schools in Chadhiar Block	
		3. Schools in Kangra Block	
		4. Schools in Palampur Block	
		5. Schools in Dharamshala Block	
2.	Mandi	1. Schools in Balh Block	05
		2. Schools in Drang Block	
		3. Schools in Sadar Block	
		4. Schools in Sundernagar Block	
		5. Schools in Chauntra Block	
		1. Schools in Bharmour Block	
		2. Schools in Chamba Block	

3.	Chamba	3. Schools in Banikhet Block	05
		4. Schools in Chowari Block	
		5. Schools in Hardaspura Block	

(Source: The data was taken from Himachal Pradesh, Education Department)

5th Stage: Selection of secondary schools in each sampled educational block:

At this stage researcher will be prepared the list of secondary schools and select the secondary schools by using convenient and purposive sampling procedure. The schools easily accessible and connected with transportable road facility will be selected by the investigator for the purpose of data collection. The decision regarding number of schools to be select from a particular educational block will be solely based on researcher's judgement based on adequacy and representative of the sample required for the proposed investigation. It is important to mention here that the probability sampling technique will not be employed in case of selection of schools as the researcher not sure whether the teachers will co-operate ad supply the necessary data if a particular school got selected randomly. Hence, in the proposed study, the schools will be selected by using convenient and purposive sampling technique.

6th Stage Selection of the respondents:

At this last stage, the investigator will be select the secondary school teachers by using incidental sampling technique due to unavailability of complete and updated list of teachers serving in government secondary school situated in sampled three districts of Himachal Pradesh. On an average, the investigator will try to include 1200 teachers of government secondary school.

RESEARCH TOOL TO BE USED

In the present study, the following tools will be used;

1) **Professional Commitment Scale** developed by **Ravinder Kaur, Sarbjeet Kaur Ranu and Sarvjeet Kaur Brar** (2011).
2) **Big Five Personality Inventory** developed by **Dr Arun Kumar and Dr Ashok Kumar** (2014).
3) **Self Esteem Scale** developed by **Dr. Santosh Dhar and Dr. Upinder Dhar** (2015).

4) Personal Datasheet: The personal information sheet included details of secondary school teachers like; Gender, Marital Status, Locality and Teaching experience.

PROCEDURE FOR DATA COLLECTION

In order to collect data, the researcher will visit the selected senior secondary schools personally. The tools will be delivered to the selected sample of secondary school teachers with the prior permission from the Head/Principal of the schools. Before getting completed tools from teachers, all of them will be requested to give requisite information equipped by them will be kept strictly confidential and will not be shown or exposed to anyone.

STATISTICAL ANALYSIS

For achieving the objectives of the present study, the data will be analysed by employing percentage analysis, descriptive statistics,'t-test', Analysis of Variance (ANOVA), and regression analysis.

The data collected will be converted to meaningful information by its proper classification, tabulation, analysis, interpretation, and presentation. Percentage analysis will be usedin order to study the demographic profile of secondary school teachers. Further, t-test will be used to find the significant difference between two means of independent variables, whereas to test the significances among more than two means Analysis of Variance (ANOVA) will be used. Also, to explore the level of dependent variables mean, median, mode, skewness, Kurtosis and SD will be calculated. In order to find out the predictors (Personality dimension and Self-esteem) of professional commitmentsubsequently step-wiseregression analysis will be used.

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